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ABSTRACT

This document is a supplementary component of a multicomponent workshop package designed for training and staff development efforts for postsecondary education personnel. The package was designed to assist college and university personnel to gain: (1) an understanding of the manifestations and the effects of sex discrimination and sex bias in education; (2) an understanding of the requirements of Title IX and its implementation; and (3) skills and capabilities for the development and implementation of policies, programs, and management systems to ensure educational equity. This workshop component serves as a reference manual for physical activity personnel. The first section introduces the concept of sex equity and its implications for colleges and universities. Section 2 discusses the methods of assessing current policies and procedures to determine if sex discrimination is present. Guideline questions are included. Section 3 deals with problems and issues traditionally found to be targets for change in physical education programs: (1) curriculum; (2) teaching, learning, and performing environment; (3) administration; (4) funding; and (5) social interaction. Implementation strategies and resources are suggested. The fourth section discusses behaviors and attitudes that encourage sex equity. (FG)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR POSTSECONDARY EDUCATORS

IMPLICATIONS OF TITLE IX FOR POSTSECONDARY PHYSICAL EDUCATION AND ATHLETIC PERSONNEL

Application Booklet for Physical Activity Personnel

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

SP 021 191

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This publication was prepared for the Council of Chief State School Officers by the Resource Center on Sex Roles in Education. It was prepared under contract #300-76-0456 for the U. S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view stated, do not, therefore, necessarily represent official Office of Education position or policy.

IMPLICATIONS OF TITLE IX FOR POSTSECONDARY PHYSICAL EDUCATION AND ATHLETIC PERSONNEL

Application Booklet for Physical Activity Personnel

Celeste Ulrich and Pearl Berlin, Authors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Office of Education

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Preface

The "Application Booklet for Physical Activity Personnel" is one supplementary component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators, was designed to assist postsecondary education personnel to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of some of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

Implications of Title IX for Postsecondary Physical Education and Athletics Personnel was designed as a reference book which could be used by physical activity personnel to extend their understandings of sex equity in physical education and athletics and the steps which need to be taken to achieve sex equity in their professional activities.

The Resource Center on Sex Roles in Education and the Council of Chief State School Officers are indebted to Celeste Ulrich and Pearl Berlin, University of North Carolina, Greensboro, who prepared the booklet.

The CCSSO also gratefully acknowledges the assistance and advice of M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and Joan Duval, Director, Women's Program Staff, in the implementation of the Title IX Equity Workshops Project contract. Grateful acknowledgement is also given to Sarita G. Schotta, Senior Research Associate, National Institute of Education, for monitoring the contract which provided funds for the editing and printing of the field-test materials. Special gratitude is extended to the personnel of the 15 organizations who field-tested the Package in regional workshops for their efforts, their patience, and their support throughout the implementation of the Title IX Equity Workshops Project.

The coeditors also wish to express their appreciation to Byron Hansford, Executive Director, Council of Chief State School Officers; William Israel, Director of Special Projects, Council of Chief State School Officers; and James Becker, Executive Director, National Foundation for the Improvement of Education, for their support of the project. Ann Baucom and Lois Jamieson of the CCSSO and Ann Samuel of the Resource Center on Sex Roles in Education receive special thanks for their tireless efforts in the package of materials for the Workshop Package.

Shirley McCune and Martha Matthews
Coeditors, Title IX Equity Workshops Project
September 1978

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IMPLICATIONS OF TITLE IX

for

POSTSECONDARY PHYSICAL EDUCATION AND ATHLETIC PERSONNEL

INTRODUCTION

SECTION I

Physical education and athletic programs since their inception have endorsed overt patterns of sexual discrimination. Not all of these patterns have been promulgated in an attempt to limit or enhance the potential of either sex. Instead they have tended to reflect social practices which have supported unrecognized and insensitive biases.

The emerging concern of our nation regarding human welfare, the raft of legislation supporting equal opportunities, and our heightened belief in humane styles of operation have all contributed to the creation of a new posture sponsoring gender equality. Programs of physical education and sport investments in intramural, club, and athletic programs are being influenced by this change.

The fourteenth amendment to the Constitution ensures equal opportunities for all people. Spearheading the thrust of the contemporary change agents has been the enactment of the Educational Amendments of 1972 with special emphasis upon Title IX which states that "no person . . . shall on the basis of sex, be exluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

For the first time in our nation's history, there is a national directive which speaks forcefully for the elimination of sexism in the school. Such a

directive has far reaching implications for physical education and the educational sport programs. These programs, in the past, have been structured on the premise that sex identification was necessary to maintain the integrity of the program. Such identification often differentiated in benefits and covertly endorsed a discriminatory pattern of operation.

The tacit acceptance of sexism in the past poses many problems in view of current legislation and incipient litigation. The questions being asked by members of academic communities are both wide-ranging and serious. The President or Chancellor of postsecondary institutions may be asking, "Should I combine men's and women's divisions in physical education and athletics?" The physical education department chairperson may be asking, "Are we allowed to offer a men's basketball class and a women's volleyball class?" The intramural or athletic director may be asking, "Can I hire a male athletic trainer for the men's teams and a female trainer for the women's teams?" The professor who heads the faculty welfare committee of an institution may be asking, "Can the gym be reserved for male faculty members' conditioning program during the noon hour?" The bursar of a postsecondary educational institution may be asking, "Should women's programs be budgeted the same amount of money as those for men?" The school physician may be asking, "Should the medical exam for women athletes be as stringent as that given the men?" The student aid officer may be asking, "Is it necessary to give equal grants-in-aid to both males and females?"

Each member of the educational community has a vested interest in the Title IX directive and hence, it is important to understand the inferences of the legislation and their implications for change in education.

Basic to the understanding of Title IX implications for postsecondary situations is agreement as to the status of the various components addressed by the law. Physical education, intramurals, club sport and athletics are specific entities needing to be defined.

Physical education is generally recognized as the subject matter field of an academic body of knowledge which is concerned with the art and science of human movement. Historically, it is an acceptable part of the curricular offerings, is available to all students, is supported by institutional funds and is staffed by faculty holding positions which reflect acknowledged academic expectations for rank and privilege.

Intramural and club sport are non-curricular recreation oriented programs which are extensions of limited sport aspects of the physical education curriculum and are available to all members of the academic community. The programs are usually carried on during hours that the facilities are not utilized by curricular concerns. The intramural and club sport programs are supervised by faculty who often are assigned to these jobs with no compensatory return for time and talent invested. When staff are hired for the programs, the expectation is that the credentials of the staff shall be comparable to those demanded of physical education personnel. The funding for intramural and club sport programs usually comes from some form of fee assessment and is minimal.

The athletic program is a non-curricular program of organized sport which is exclusive with regard to participation. Only invited athletes are allowed to be a part of the program. Athletics usually generates monies which in connection with student fees, ticket sales, benefactor donations and the

realization of investment interest, support an athletic staff, buy equipment and sponsor the operation of a fairly intense schedule. Athletic programs are often used as a part of the public relations thrust of the postsecondary institution and often are a quasi-business adjunct of the school. Athletics maintains an educational aura through the academic credentials of the athletes and by virtue of the philosophical commitment of its coaches and administrators. The staff employed for athletics may or may not reflect academic competence in the area of physical education. Many questions regarding the postsecondary athletic program and the impact of Title IX upon that program are answered in the publication:

COMPETITIVE ATHLETICS - IN SEARCH OF EQUAL OPPORTUNITY

Margaret Dunkle

Resource Center on Sex Roles in Education

National Foundation for the Improvement of Education

Washington, D.C. 20036 $4.50

In order to assist individuals who are concerned about the elimination of sexism in postsecondary institutions, this manual has been developed. It addresses some of the potential problems inherent in physical education, intramural and club sport programs as the impact of Title IX alters existing practices and conditions. The manual is organized to facilitate its use by anyone interested in the redress of grievances which have been a part of a social heritage which has endorsed discrimination with regard to gender expectation.

Section II deals with the identification processes and methods used to ascertain if a problem exists. Questions are presented for information gathering.

Section III deals with general problems and issues traditionally found in physical education and sport programs. The section is organized with reference to:

Curriculum

Teaching-Learning Environment (including facilities and equipment)

Administrative tactics (including employment practices)

Funding

Social interactions for students/teachers/administrators

Each topic within Section III is developed to assist an individual in the identification and recognition of problems and issues. The text contains some selected strategies which might elicit change and a few selected annotated references which will offer additional insights for modifying current practices.

The final section, Section IV addresses generalized ways to prevent further problems and offers suggestions with regard to attitudinal mutations which could herald real equality in the physical education, intramural, club sport, and athletic areas of the postsecondary institutions of our nation.

CONSIDERATION OF THE STATUS QUO:
IS THERE A DISCRIMINATION PROBLEM?

SECTION II

Careful assessment of the status quo with respect to discriminatory policies and/or practices in postsecondary programs of physical education, intramurals and competitive athletics is a first step in dealing with the matter. That is to say, the extent and focus of inequities, if any, need to be identified at the outset. While there has been a recent trend toward narrowing differences in opportunities and actual operations in such programs, it is imperative that progress toward equity be measured and recorded - both systematically and thoroughly.

The major target areas for such investigation should include at least the following: (a) budget, (b) facilities/equipment availability and maintenance, (c) personnel - leadership and support staff, (d) student access to programs, and (e) program content, per se. Other sources include media coverage, and organizational structures within institutions, e.g., advisory committees, scholarship committees, which often file reports which may reveal various forms of discrimination. Actions of curriculum committees also have the potential to render insights into the problem of unequal opportunity especially if one is seeking to identify trends and changes in programs.

Preliminary steps

Broad concerns. Prior to delineating the specific evaluative measures to be used in collecting evidence about each of the above, several broad questions bearing on the subject should be addressed at the outset.

1. Are the goals for the program documented? To what extent and how do they consider:

   a. the objectives of the institution (community/junior college, college or university)

   b. the experiences that constitute the program

   c. individuals who take part in the program

   d. individuals in the program as groups

2. What mechanisms are there within the institution for decision-making with regard to:

   a. educational policies and effects

   b. personnel policies

   c. financial matters

   d. student affairs and concerns

   e. public relations (including alumnae/i)

3. What criteria exist for evaluating the current program and its many facets such as:

   a. documented institutional standards

   b. standards promulgated by such authorities as professional organizations and government

Answers to these overriding questions have potential to direct later efforts to uncover information about the status quo. In the very early stages of inquiry, time should be taken to seriously respond to these broad concerns.

Designation of the evaluators. Members of the evaluation team will need to have certain competencies. First and foremost they shall be women and men who have demonstrated their sensitivity to gender-related issues and who are willing and able to reject sexual stereotypes. They should also be individuals who are knowledgeable about the institution and who have capabilities for locating information, ascertaining its validity and interpreting findings.

Such persons ought to have a clearly defined charge (task), a chairperson, and a specified time for completing their work. If desired, a progress or interim report should be called for. To the extent possible, the evaluators should bring to bear varied perspectives about the program. Furthermore, they should have understanding of and a strong commitment to the importance of their work.

Procurement of institutional cooperation. Open evaluation, that is, the gathering of information without concealment, is particularly desirable in such a program assessment. Full cooperation from all units of the postsecondary institution is critical to obtaining meaningful information. Most campuses today maintain an Office of Institutional Research which is a key source of detailed information about programs, personnel and budget. Immediate as well as ongoing contact with that office is a crucial first step. It is important, therefore, that the status quo study be made known and that input be welcomed from all concerned, not merely from particular persons who fall in "the sample." The institution's President or Chancellor and other top level administrators should be involved not only for purposes of providing information but, also, to lend prestige to the assessment and to assist in implementation of recommendations that might derive from the study.

Strategy for assessment

The overall purpose of this program assessment is, of course, to identify discriminatory practices, and to determine whether a discrepancy exists between the "reality" of operations and the standards when compared to the "desirability," and to use the discrepancy information to strengthen the program. To fulfill such purposes, the evaluation team must determine which information sources it

will utilize, make observations, and analyze such findings. These three steps will be discussed in greater detail under the headings of sampling, instrumentation, and analysis.

Sampling. Data from and about the following sources must be collected:

1. students
2. faculty
3. specialized personnel in physical education, intramurals and athletics
4. support personnel - buildings and grounds employees, secretaries, student assistants, new bureau personnel, etc.
5. alumnae/i
6. annual reports - department heads, deans, president
7. accreditation reports
8. yearbooks
9. institutional research/registrar print-outs
10. student newspaper and other publications
11. student government documents
12. inventories
13. budgets

Instrumentation. A questionnaire or check-list or some other inquiry form needs to be developed which will provide the type of information desired and, hopefully, reveal a quantitative measure. Numerous model inquiry tools can serve as guidelines for the construction of the instrument that is situation-specific. (See M. Dunkle. Competitive Athletics: In Search of Equal Opportunity. Washington, D.C.: Resources Center on Sex Roles in Education, NFIE, n.d.)

Attention is called to the potential of the interview as a technique for collecting information about ongoing policies and practices with regard to programs in operation. The interview method necessitates careful planning and the same recording of responses that accompanies the collection of evidence by means of a questionnaire. On the following page a general flow chart is proposed for developing a focused interview that might render insights into discriminatory practices. It is an illustration of "leading" the respondent from her/his own description of what is, the current status, to what that individual prefers, or what should be. The specific questions listed under each block of the design could be easily adapted to any of the areas of inquiry previously listed and to the roles of the particular personnel associated with the program. In a focused interview, specific questions, organized in logical sequential order, are carefully set forth prior to the face-to-face exchange. During the conduct of the interviews, the skilled questioner notes responses for later compilation. In addition, those questions which provoke the greatest difficulty for the respondent are identified. Hesitations, uneasiness, ambiguities, contradictions, uncertainties . . . are useful in "targeting" some of the trouble spots in the policy/program event/practice as much as the answers given to the questions themselves.

Another device for making a valid assessment of the status quo involves the use of attitude scales. (See K. O. Mason. Sex-Role Attitude Items and Scales from U. S. Sample Surveys. Rockville, Maryland: National Institute of Mental Health, 1975.)

Analysis of actual behaviors, i.e., the teacher, the coach, the student or player in a given situation offer still another way of making an assessment

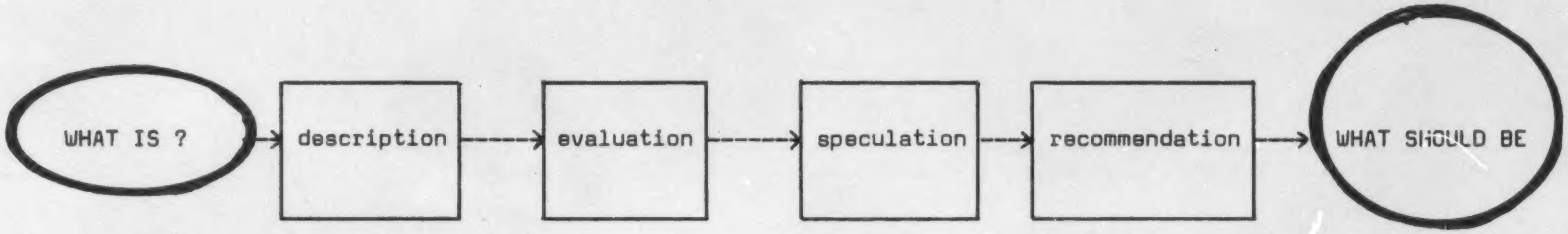


Figure 1

Flow Chart for Focused
Interview to Obtain Program Information

Description

1. What is the event or program feature? Is it an activity stereotypically considered more appropriate for a particular sex?

2. What is its purpose? Is that purpose meaningful to members of both sexes?

3. Who takes part? Has the program historically or currently been an event reserved for males or females alone?

4. What are the qualifications necessary for entry? Is access equally available to male and female students, faculty and staff, alumni, the community?

5. Where is the event held? Is the location and setting desirable for both males and females?

6. How is the event organized/structured? Have the interests of both sexes been taken into account? Have needs and interests of both sexes been considered?

7. Who controls the event? Is the controller sensitive to gender issues? How are such sensitivities manifested?

8. Who conducts the event? Are leadership personnel knowledgeable about and sympathetic to needs and abilities of both sexes?

Evaluation

1. Is there an observable trend toward increased/decreased popularity or acceptance of the event? Are gender-related factors in part responsible for this trend?

2. What other campus event can be compared to this activity? Is the quality and extent of participation of males and females the same or different in other campus events? What would account for such differences?

3. Does the program meet standards set by campus or external groups? Does it meet target goals for coeducational participation?

4. To what extent does the activity contribute to the overall goals of the program? Does it make any unique contribution? Does the activity foster coeducational participation? Does it help break down sexual stereotypes? Does it provide an enriching experience for both men and women participants?

5. Are there any discrepancies between purposes of the activity and outcomes that occur? Does the activity contribute to sex segregation? Does it perpetuate sexual stereotypes?

6. What difficulties are encountered in conducting the event? Is it hard to get participation from members of both sexes? Do physical and/or skill factors make participation unsatisfactory for members of one sex? Do personnel understand how to conduct coeducational experiences? How are such understandings demonstrated?

7. Are there program trouble-spots? If so, at what level do difficulties originate - entry of participants, organization, control, evaluation? Are any of these difficulties gender-related? If so, do they stem from failure of (a) purpose, (b) personnel, (c) social mores, (d) other?

8. Is the program budgeted adequately? Does the budgeting conform to help the overall program goal of sexual equality?

Speculation

1. What alternatives could be introduced that would make the event more effective? Should the organization or rules be modified to account for current sex differences in performance? Should the event be located in a different place? Should the personnel conducting the activity be changed? Should some seasonal change be made?

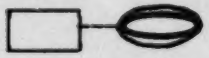
2. What are the advantages/disadvantages of each alternative suggested above? If the conduct of non-discriminatory, fully coeducational activities is a primary goal, which of the alternatives suggested in #1, above, would best achieve that goal? Why?

3. Should the activity be budgeted differently? Are men and women participants receiving equality of support?

4. If alternatives were introduced, how might such changes be received by participants? leadership? administration? alumnae/i? Would sexual stereotypes be a barrier to such changes? What preparations are needed to help involved individuals prepare for and accept changes?

5. What modifications in present practices would be needed to carry out alternatives? Are there basic practices, e.g., assignment of personnel, institutional traditions, inequality of funding and other barriers to be broken down before it is possible to implement a completely non-discriminatory program?

6. What is to be gained by modifying present practices? Will there be a greater realization of the overall objectives of a non-discriminatory program which satisfied the needs and abilities of all participants? What will be the evidence of such goal attainment?

Recommendation 

1. Given the foregoing information, what should be done about the present status of the event/program feature? Which events should be modified, strengthened or deleted in order to foster a non-discriminatory program that is satisfying to both sexes? What personnel changes will achieve sexual equality among program leadership as well as facilitate program improvement? What changes in structure must be made to more effectively accommodate both sexes? What budgetary modifications must be made to provide equality of support for both sexes?

2. For each of the recommendations, why are the changes recommended? What will be accomplished? How can one be sure?

3. How can each staff member as an individual give leadership in implementing the recommendations? Are such personnel prepared to work to achieve sexual equality? What personal "hang-ups," misconceptions, sexist attitudes and stereotypic ideas inhibit the individual's contribution and, therefore, need to be discarded? How will this be accomplished?

of the status quo. Behavior check lists which permit recording of the frequencies of specific actions such as, for example, male students displacing female students in a recreational area, are newer techniques of evaluation which can reveal some of the subtle inequities that exist in ongoing programs.

Analysis. Sound analysis derives from the obtained evidence collected in the process of studying the status quo. Its purpose is to present, in concise form, the nature of what is under scrutiny. Findings from interviews, attitude scales, opinionnaires and other information gathering sources need to be organized and tabulated in order to yield meaning and to be useful in bringing about change. In instances when the item under inquiry has been quantified, e.g., a great deal, quite a lot, some, hardly any, not at all . . . numerical values can be assigned to the responses. Then, a representative number or index, either a sum or an average, can be used to represent the item. Check lists offer the opportunity to merely add up the number of times something was acknowledged. This also generates a numerical "score" that describes the subject being measured.

However, more often than not, the problem of analysis calls for designating broad categories under which the obtained information can first be classified. Mutually exclusive categories, male and female, for example, are easily handled in this manner. So are age, role, time blocks, spaces also relatively simple to categorize. This is not so with other information that a thorough assessment of existing policies and practices might turn up. Some suggested categories for analyzing the target areas of inquiry - budget, facilities/equipment availability and maintenance, personnel, student access and content of program - are proposed as follows:

Goals categories of analysis (EXPECTATION ORIENTED)
Consideration of the kinds of effects desired - equalization of differences, enrichment, etc.

Subject matter categories (CONTENT ORIENTED)
Consideration of the "themes" as they relate to sexual suitability

Methods categories (ORGANIZATION ORIENTED)
Consideration of the processes invoked as they relate to discrimination or non-discrimination

Outcome categories (RESULT ORIENTED)
Consideration of the actual obtained effects as these relate to the issue of equality of the sexes

Oriented to almost any element of the program and appropriate to all of the target areas is the categorization of data according to traits, e.g., concerns pertaining to public relations or other institutional policies. There is no limit or special formula for organizing categories for analysis. The options are determined by the needs, imagination and industriousness of those who are responsible for sifting over the evidence collected.

Following the analysis of information according to numerical values and/or content categories, findings of the assessment should be organized in table form to provide as clear and complete a picture of the situation as possible. Not all data lend to presentation in table form. In such instances, a bar graph or other pictorial form may be desirable. Regardless, it is always possible to write a concise statement which "pulls together" the information gathered in the assessment process.

Concluding

The ultimate conclusion that there is or is not a problem with the current operations of the program under consideration is not really a constructive ending to such a laborious and information-generating process as that which has

just been described on the preceding pages. The well-conducted assessment should utilize the findings in such a way as to focus on the exact places within the program where change(s) should be instituted. Furthermore, a well done study of the status quo should suggest the nature of such changes. Therefore, as a part of the conclusion, specific recommendations should accompany each statement. These should be suggested in the form of actions to be taken.

Criteria that might be invoked in ascertaining the appropriateness of recommendations that involve changing the status quo could be considered in the light of the following:

1. Scope or magnitude - how extensive is the change/innovation?
2. Complexity - how complicated is the recommendation and who and what will be involved in its implementation and effect?
3. Adaptability - how convenient will it be to change from the present practice?
4. Readiness - what must be done to assist or insure the acceptance of the proposed change by all involved?
5. Cost - what will happen to the budget upon following the recommendation?
6. Time - how does the recommendation fit the on-going schedule of the program? should the idea be phased in?
7. Leadership - who shall be responsible for initiating the recommendation and by whom shall it be carried out?
8. Evaluation - how will the proposed program change ultimately be judged? by whom? what criteria will be used to assess its effect?

Obviously, the offering of recommendations for any program is a highly challenging task. It calls for striking a balance between reality and the ideal. Undoubtedly, the specification of actions is an important part of considering the status quo if the efforts put forth in making the evaluation are to have any meaning at all.

Selected references: consideration of the status quo

Best, John W. Research in education. Third edition. Englewood Cliffs, N. J.: Prentice-Hall, 1977.

A general research reference for educators. Chapter 6, "The Tools of Research," gives general cues for the preparation and administration of questionnaires, attitude scales, psychological tests, sociometric techniques and so forth. Illustrations of sample items give clarity to the text.

Dunkle, M. Competitive athletics: in search of equal opportunity. Washington, D. C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, n.d.

Manual prepared for individuals concerned with providing equal opportunity to males and females in athletics. The manual provides excellent model assessment tools for various elements of athletic programs. Included in the text are: equipment, supplies and uniforms; scheduling; travel; facilities; publicity and public relations and numerous other issues.

Gross, E. and P. V. Grambsch. University goals and academic power. Washington, D. C.: American Council of Education, 1968.

A well organized and carefully documented treatment of many of the fundamental issues in higher education. Demonstrates the use of data in providing factual support for various points of view. Appendices serve as an excellent model for tools of inquiry.

Holsti, O. R. Content analysis for the social sciences and humanities. Reading, Massachusetts: Addison-Wesley, 1969.

Provides background and general principles for dealing with documentary research. Offers guidelines for formulating approaches to inquiry as well as strategies for organizing and coding responses. Utilizes examples from a broad range of research areas and disciplines.

Mason, K. O. Sex-role attitude items and scales from U. S. sample surveys. Rockville, Maryland: National Institute of Mental Health, 1975.

A practice volume of actual sex-role attitude measures used in sample surveys in the U. S. Developed to assist others in locating items for research. Provides numerous suggestions for the development of inquiry forms.

Tyler, R. W. (Ed.). Educational evaluation: new roles, new means. The sixty-eighth Yearbook of the National Society for the Study of Education. Chicago, Illinois: National Society for the Study of Education, 1969.

A thorough and provocative presentation of major concerns in educational evaluation including: changing concepts of evaluation, theoretical issues relating to evaluation, the role of evaluation in programs for individualized instruction, appraising the effects of innovations in local schools and many others. Not a how-to-do it book but one capable of suggesting strategies for educational evaluation.

TARGET AREAS FOR ADJUSTMENT

SECTION III

Once the status quo has been ascertained, the balance of adjustments between reality and the ideal should be sought. Throughout the educational establishment, five specific areas offer important targets for change. The tenor of the entire program rests upon the curriculum, the teaching-learning environment, administrative tactics, funding and social interaction for students, teachers and administrators. Within each of these areas, empiricism has suggested that certain problems and issues can be identified. Attention to those through selected strategies can often set the stage for better understandings and more promising practices.

CURRICULAR ADJUSTMENTS

Curricular patterns in physical education classes and programs in intramural and club sports, traditionally, have had a sex identification. There have been various administrative organizational schemes which have supported these patterns.

Problems and issues

Quite often in the administration of physical education in postsecondary institutions, two academic departments have been established, one called "Women's Physical Education" and the other entitled "Men's Physical Education." Each department has sponsored a curriculum unique to its special interests and its inferred or assumed responsibilities.

Physical education courses have been listed frequently with a sexual identification tag such as "Basketball for Men," "Volleyball for Women." On other occasions there has been a listing of courses under sexually identified sub-heads. In this pattern, all physical education courses may be listed under the heading of "Physical Education" but each course is placed under a sub-head of Men and Women. The courses listed under these sexual sub-heads infer that the course is designed for a specific sex and that members of the opposite sex are expected not to enroll in such courses. The personal sexual identity of the intended enrollee is intended to coincide with the sub-head reflecting that identity. For example, modern dance courses have often been listed under the female aegis while weight training and conditioning courses have been scheduled under the male aegis. There is the tacit understanding that such courses are for only one sex.

Some schools have thought that they might avoid the sex identity problems by creating courses which have sexual flavors but are not identified by gender-oriented words. Thus, Departments of Movement have been established which have been staffed and administered almost exclusively by females and have offered traditional courses identified with females. There is the covert suggestion that such activities as gymnastics, dance, synchronized swimming and others will be explored with regard to the art and science of human movement performance patterns rather than organized in competitive game and sport patterns. In juxtaposition have been Departments of Sport which have been staffed and administered almost exclusively by males and have stressed courses identified traditionally with males such as football, wrestling, conditioning, weight training and handball.

Intramural and club sport programs have mirrored the above practices and are often organized with respect to sex. It is not unusual for the Men's Physical Education Department to sponsor an intramural and/or club sport program with no attention to possible duplications which are sponsored by the Women's Physical Education Department, and vice versa. Each department considers itself autonomous and usually exclusive with respect to the sex served.

A simple test to ascertain if curriculum offerings or the intramural and club sport programs are sexist is to ascertain if sex tags are used as a part of the identification scheme. Do the programs and courses describe themselves in terms of sex? Another way to evaluate the sexist tendencies of curricular offerings is to study the organization and administration of a program and note if one sex predominates the undertakings in significant ways. Both evaluation techniques should offer specific clues as to inference of sexism in the curriculum.

The dictates of Title IX speak directly to the practice of sexism in the curriculum. The directive states "A recipient (of federal monies) shall not provide any course or otherwise carry out any of its educational program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health and physical education."

It is important to understand that curriculum availability is as important as curriculum content. Offering courses and programs at a time when one sex has greater opportunity than the other is discriminatory. Thus, special care must be taken to see that such details as time of day for course

offerings, semester scheduling, and rotational patterns do not act as discriminatory mechanisms either accidently or purposively.

Viable programs of organization within a specific class or program are not forbidden by federal directive. Consequently, if in the best judgment of the instructor for the best interest of the participant, there are reasons to segregate temporarily portions of a class according to skill, size, power, age, sex, experience, or any other criteria, that can be done. The judicious assessment of a concerned educator is not to be ignored or abridged as long as that assessment does not sponsor a pattern of advantage or disadvantage for individuals within the program.

Sex has been used for such a long time as a basis for classification that it seems to be almost axiomatic to classification. Because sex classification is so easy, it is a pervasive method of sorting. Heading the changing designs of classifying individuals so that equal opportunities are afforded, the sagacious educator should be suspicious of any classification system which is based on one attribute, no matter the facility of administration such a unilateral approach affords. There is increasing evidence to suggest that classification systems which are most significant to physical education and sport programs are sensitive to morphological characteristics, motor and cognitive skill experience and physical power. Listed in the references are referrals to validated tests and scales which might be utilized to assess these components.

Curricular expectations have often been predicated upon stereotypical sex assignments. The expectation that male and female norms should be different with regard to skill has been based on biological information that the

male has a greater preponderance of lean muscle mass. While it is true that testosterone (the male hormone) supports the development of lean muscle mass, it must be remembered that skill is not predicated upon strength alone. Each sex has a degree of hormonal secretion from all of the sex associated hormones and the intensity of the hormonal influence is found in structural development. There is increasing evidence to indicate that size, as determined by height-weight formulae, may be a more realistic determiner of performance than the presence of learn muscle mass. In addition, the differences in strength and endurance are greater within either sex than they are between the sexes. Pound for pound, individual differences in performance power seem to be more closely related to size than to sex.

Selected strategies

The following tactics are suggestions which may be utilized to ensure non-discrimination for the sexes in physical education and sport related programs:

* Remove all sex identification tags from courses and programs.
* Ascertain that courses and programs are not presented under the aegis of a sex identified administrative and organizational scheme.
* Check scheduling patterns to make sure that there is no possibility of covert sexual bias.
* Be sensitive to classification systems which foster sex discrimination and have patterns which are based exclusively on innate characteristics of size, body type, specific and descrete functional patterns. Attempt to make sure that there are entrance and exit opportunities in any classification system utilized.
* Seek curricular and sport programs which do not present social stigmas for either sex.

* In cases where specific activities have gender connotations decreed by cultural mores (i.e., football, wrestling, uneven parallel bar use in gymnastics, field hockey, boxing), find ways to provide for experiences within the course or program which cater to skill tactics and which serve to deemphasize the cultural biases. The various skill techniques in many activity patterns are asexual and it is only the utilization of those techniques in a game or demonstration which supports a cultural sex bias. Skills may be learned and utilized in ways which do not negate cultural mores.
* Assume that all people should have the opportunity to participate in any program commensurate with their needs and desires.
* Do not assume that there are sex sponsored limitations for performance. Be sensitive to the changing environment which is fostering the full utilization of an individual's potential.
* Encourage participants in courses and programs to eliminate sexist expectations for performance and goal attainment.
* Know that one sex is not more susceptible to injury than the opposite sex.
* Recognize that "individual differences" do have a sexual component but that those differences cannot be generalized into universal gender axioms.
* Provide a format for continual evaluation of the curriculum and sports programs which is alert to sexist practices.
* Correct practices of sexism before they become institutionalized.

* Make sure that all people concerned with physical education, intramural and club sport programs are appraised of the implications of both Title IX and the 14th Amendment, and are sensitive to the implications of non-compliance.
* Seek standards of evaluation of performance which do not cater to sex biases. In physical activity and sport, there needs to be concern for cognitive and attitudinal behaviors in addition to motor performance.
* Utilize evaluative techniques which acknowledge all aspects of human performance potential.

Summary

The organization, presentation, administration, and evaluation of the subject matter is the heart of a good program. In so far as a curriculum or program does not support either overt or covert sexist practice, it will be richer for all individuals, will ameliorate social injustice, and will herald a time when human potential can be explored and realized. Such a subscription will be sensitive to the dictates of Title IX and acknowledge the guidelines suggested.

Selected references: target areas for adjustment

Barrow, Harold and Rosemary McGee. A practical approach to measurement in physical education. Second edition. Philadelphia: Lea & Febiger, 1971.

A general reference on tests which may be utilized in physical education and sport oriented programs which may facilitate classification. Emphasis is upon performance testing.

Brooke, J. D. Human movement - a field of study. Indianapolis, Indiana: Balt Publishers, 1973.

An interesting reference on the disciplinary approach to the art and science of human movement. Departments of Physical Education have moved in focus from competitive sport experiences to the subject matter described in this reference. A good overall look at the direction of many physical education programs of today.

Heitmann, Helen. Organizational patterns for instruction in physical education. Washington, D. C.: American Alliance for Health, Physical Education and Recreation Publications, 1971.

A manual describing many organizational patterns which are attentive to modern curricula in physical education. The resources of many individuals' experience has been drawn upon.

Hellison, Donald. Personalizing learning in physical education. Washington, D. C.: American Alliance for Health, Physical Education and Recreation, 1976.

New ideas and insights into the organization of physical education curricula. Special attention is accorded the humanistic approach to learning and there has been some attention to gender problems.

Scobey, M. M. and G. Graham (Co-chairpersons). To nurture humaneness. Washington, D. C.: National Education Association, 1970.

A collection of the writing of many significant individuals interested in educational curricula. Although some of the papers are directed to the attention of secondary school personnel, their ideas are also pertinent for postsecondary institutions.

TEACHING-LEARNING-PERFORMING ENVIRONMENT ADJUSTMENTS

One of the unique aspects of physical education and sport is the setting in which programs take place. The swimming pool, track, weight training room, dance studio and the like provide a "special" atmosphere. In addition, the costume of the active person, e.g., jersey, helmet, sweatband, footwear, all contribute to the aura of being on the team, working out or merely "going out" for intramurals or sports. Many of these activity-specific phenomena add to the ritual of sport and give it distinctive meaning or appeal to participants. Discrimination, with respect to the environment, is likely to range from the assignment of facilities and the quality of equipment available to users to the type and manner of reinforcement given by the teacher or coach. It is imperative to be alert to numerous factors in the sport setting which warrant monitoring lest they discriminate against individuals because of their sex or interest or ability.

Problems and issues

The first and most obvious place in the environment upon which attention should be focused is the physical space itself. Fields, gymnasiums, and dressing facilities with their supportive training areas for men's programs have tended in the past to be "prime." In contrast, the women traditionally have had the smaller gym, no training room of their own, no visiting team room, smaller locker areas, no lighted fields. More often than not, there has been little or no grass on the hockey field compared to the "manicured" turf used by football and soccer teams.

With regard to equipment, the amounts of money expended per male participant has generally been much greater than that for women participants. Therefore, not only has the quality of equipment used by men been superior, but, also, their issue has traditionally included footwear, underwear, sweatsuits, jackets, and other garments. Men participants used relatively new equipment; women seem to have to make do with the old! Title IX and the growth of female participation in physical activity is beginning to change the situation. Regrettably, though, one still finds that identical models of equipment or attire are invariably more expensive for women than that which is marketed for men.

The organizing of participants into groups and their designation to areas of the field or gymnasium is another facet of structuring the environment. Assignment to units - squads or teams - can adjust differences among class or group members in skill level as well as other factors which influence learning and performance. The program goal of equalizing opportunity for all can be better attained if such organizational units of participation are not fixed for an entire semester but, rather, changed as new movement experiences are introduced and practiced. In the past, it has not been uncommon for the men in the group to have use of both center court baskets while the women are left to make use of the side areas.

The teacher's and coach's role is one of assisting the student to set realistic goals - both immediate and long range - and then guiding the individual through her/his practice and other experiences toward the attainment of those goals. That is what it is all about!! Discrimination may influence the goal-setting when it is contaminated by stereotypic expectations. Women can and do respond to physical challenge. Moreover, they do so with greater ease and success when they are aided and encouraged by a sensitive and knowledgeable

teacher! The giving of learning and performance cues (the fundamental "stuff" of teaching) calls for individualizing instruction to motivate, reinforce or change the student's specific skilled actions. This one-to-one interaction between student and teacher or player and coach permeates the environment and personalizes the experience for each student. The non-discriminatory sport leader disregards the sex of the student and focuses on the task and goal. For example, if the viewing of one's own performance is likely to enhance the understanding of the finer points of task execution, the videotape recorder should be added to the learning environment and used for instant replay. Both sexes are capable of being aided in their performance efforts by such analysis. Furthermore, the intramural team has the same potential to profit from task analysis as does the varsity squad.

The assignment of teachers and coaches for instruction should not be gender-bound. Findings of recent research point out that the sex of the teacher or coach is not a primary concern to the sport participant. Rather, the competency of the individual is important. Often leadership characteristics associated with teachers have been gender-biased. As males and females begin, more and more, to team teach their coeducational classes, both members of the teaching team should fulfill all functions of the teaching role equally. Particular efforts need to be made to keep women from carrying out the custodial or organizing tasks of the class while the male demonstrates skills and works directly with the students in guiding their personal efforts.

Another critical experience that is structured in the learning and performing environment is evaluation. Both the nature and conduct of evaluative experiences must be bias-free. This must take into consideration the task

being evaluated and the criteria invoked in judging performance. In the hands of a capable teacher, testing can truly be an integral part of the learning experience. Whether the evaluation is the actual participation in a tournament round, the administration of skill test or cutting players from the varsity squad, the way in which the judgmental action is executed can assist or discourage the student's growth.

In general, the atmosphere in which activity takes place is itself a critical element insofar as the meaningfulness of the experience is concerned. The smelly old gym with dirty mats and bulletin boards advertising last year's football schedule is likely to "turn off" sport enthusiasts regardless of their skill level, desire for exercise, or their sex. An attractive, well-cared for physical setting is appealing to everyone, free of reminders that the gym was once regarded as "male territory." Also, an open and friendly environment where leadership personnel demonstrate sensitivity and caring attitudes which are not attitudinally gender-biased invites all students - women and men alike - to enjoy the challenges and satisfactions of skill learning and performance.

Selected strategies

* Equalize use of facilities. If necessary, alternate group usage on an hourly, daily or weekly plan.
* De-sexualize facilities. Re-name "men's" and "women's" activity areas. Modernize locker and other facilities to accommodate both sexes. Change access routes to facilities so that they are open to all participants.
* Assign faculty and coaches of both sexes to all facilities. Consider functions in making such designations.

* Avoid specialized or preferential assignment of personnel, e.g., the trainer, to one sex or level of participant.
* Assign faculty or coaches according to their expertise not their sex.
* Provide all participants with comparable quality and amount of equipment and clothing. Select such garments, e.g., the cheerleaders uniforms, in good taste so as not to perpetuate biased stereotypes.
* Make equipment available to all students regardless of sex. Women should be able to use footballs and men should have the chance, if they wish, to work out on the balance beam and the uneven parallel bars.
* Individualize instruction for all. Adjust teaching to fit the immediate needs of the individuals not preconceived stereotypes of performance.
* Invite student participation in structuring the environment in a significant way - not merely as messengers.
* Invoke sound principles of evaluation of individual student performance. Give evaluative and judgmental feedback to students as you would like to receive it.
* Assume responsibility for the physical setting in which activity takes place. Check with custodial personnel about maintenance of all areas.
* Confront colleagues and/or students with discriminatory behaviors that are observed and work to achieve equality as a part of giving leadership.

Summary

Selected references: teaching-learning-performing environment adjustments

Fisher, A. C. (Ed.). Psychology of sport. Palo Alto, California: Mayfield, 1976.

A compilation of articles about sport behaviors including affiliation, motivation, aggression, personality and related concerns. Primarily descriptive in content, the selections do offer implications for practical aspects of teaching and coaching.

Harris, D. A. (Ed.). D.G.W.S. research reports: women in sports. I. and II. Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1971 and 1973.

Brief but substantive reports of inquiry which seek to provide information for decision makers in programs of physical activity and sport. The two volumes complement each other and together address a wide range of very real issues.

Lawther, J. D. The learning and performance of physical skills. Second edition. Englewood Cliffs, N. J.: Prentice-Hall, 1977.

A former teacher of motor learning and successful coach addresses the theoretical considerations underlying the role of skills teaching. Discussions also treat practical aspects of structuring practices, cueing the efforts of the beginner in contrast to the advanced performer and general concerns of emotional contaminants like motivation and stress.

Planning facilities for athletics, physical education and recreation. Rev. Washington, D. C.: American Alliance for Health, Physical Education and Recreation and The Athletic Institute, 1974.

A guide to planning new facilities or remodeling. Deals with varied indoor and outdoor areas.

Robb, M. D. The dynamics of motor-skill acquisition. Englewood Cliffs, N. J.: Prentice-Hall, 1972.

Offers the broad view of learning and performing as one of integrating the environment, individual, task and goal, and teacher or coach. Provides clear and simple information about many of the major theories about skill acquisition. A readable text for all sport personnel concerned with the improvement of performance.

Schmidt, R. A. Motor skills. New York: Harper, 1975.

An up to date overview of knowledges about skill learning and performance written for the teacher. Particularly helpful chapters address what happens when people learn, the transfer of learning, conditions of practice, knowledge of results and feedback and individual differences.

ADMINISTRATIVE ADJUSTMENTS

The administration of physical education and sports programs is complicated and follows diverse and involved patterns. Unlike many other departments and schools dealing in postsecondary education, the responsibilities of the physical education department interact with the scholastic mission of the institution, the recreational responsibilities of the institution and the public relations aspects of the institution. Each of these responsibilities must be served and the administrative patterns to effect such service are necessarily intricate. Usually there are multiple buildings and fields, voluminous equipment, and multifaceted scheduling which must be accommodated. Added to this has been a traditional attempt to maintain sexual identification in staffing and service. The gender issue has further confounded administrative problems in physical education.

Problems and issues

Departments of physical education in postsecondary institutions for many years have followed two general administrative patterns. Either two unique and separate departments were established according to sexual identification, or one department was created which usually had two divisions within it which were sex identified. A third pattern which has been rarely utilized in the past is now becoming more popular. In that plan, one department of physical education is created with the divisions within the department reflecting function rather than sex. Thus, divisions of undergraduate education, graduate education, athletics, intramurals and club sports, general instructional program, and recreation administer the department of physical education's mission.

There is little doubt that the supervision of the locker room and the showers has been a reinforcing agent in insisting that there be a male-female distribution on the staff which reflects the sex ratio of the individuals participating in the program. The tacit acceptance of society that it is essential for males to supervise males and females to supervise females has emphasized that the administrative structure reflect sexual identification. Because the area of sport has had a male aura, it is quite common to find that most administrators of physical education departments are men. Only when women's departments have been autonomous have there been a significant number of female administrators. When athletics is a part of the physical education department's responsibility, there has been the general belief that a male was necessary to handle the perverse area of athletics. The administration of athletic departments usually has been composed of males, since not until recently have women's athletic ventures been recognized as bonafide components of the institution's athletic programs. There has been no opportunity for women to learn administration in these male athletic departments. For many years, women's athletics have been contained in women's physical education units and they have been administered, organized, and staffed as an extracurricular component of the instructional program. Now that athletics for women is recognized as a viable program, women are finding their way into middle administrative jobs in athletic departments.

Scheduling reflects the value placed upon the program components of an enterprise. In the physical education arena, usually the instructional program is given priority in use of facilities and equipment and also is accorded priority in use of space and time. If the philosophic commitment of the

institution to athletics is paramount, it is not unusual for the athletic program to preempt instructional programs with regard to scheduling. Since the athletic program has been male dominated, this has meant that female participants have had second choice in all operational patterns. In some few institutions, special fields, gymnasia and equipment has been reserved for the male athletic ventures, resulting in covert sexual discrimination and even threatening the calibre of the instructional programs.

When administrative structures have reflected sex identification, the staffing of the structure has been unisexed. Thus, women have been assigned to female classes and men assigned to male classes. There have been occasions when the best qualified instructor was not allowed to teach individuals of the opposite sex and there have been numerous times when courses were duplicated within the institution in order to preserve the sexual identity of courses. In teacher education programs there may be two identical courses of kinesiology, or administration, or principles and philosophy which are taught to sexually identifiable groups by a teacher of the same sex. Intramural programs and club sport programs have reflected the same patterns of staffing. Title IX requires that all staff assignments be made on the basis of the individual's qualifications and there is nothing in the regulations which suggest that locker room supervision cannot expect to be governed by the general tenets of propriety exacted by the society at large.

Because the preponderance of administrators have been male, there has been a general tendency to favor males in hiring and to save male positions when an economic cutback insisted that staff be dismissed. Such procedures foster the continuation of the "boy's club," a practice by which the males

take care of males with the underlying belief that females are a threat to the established procedures and must be contained. The "boy's club" is a covert practice which ensures sexism and which is usually denied when accusations are made as to its existence. The response to accusations often suggest that "there are no females properly trained for the job," "no females applied" and "females do not have family responsibilities." Most of these subtrafuges can seldom be substantiated. The truth of the matter is that affirmative action patterns of staff hiring are seldom used. Advertising for staff positions may have avoided media and places where females might be advised of the position.

Although Title IX does not mandate merger of departments, administrative facilitation has suggested the value of a single department of physical education. Merger can foster some problems. As departments of physical education for men have merged with departments of physical education for women, there has been the tendency to make the male the head administrator and give the woman an associate administrative position. This has been especially true in athletic positions where women have had a paucity of administrative experience. However, in the physical education departments, there is no reason to suspect that the female experience in administration has not been equivalent to that of the male and there is no reason why the credentials of males and females cannot be judged without reference to sexual identification. If hers are the more impressive, there should be no question as to which of the two administrators should be named to the top post in a newly merged department. There have been occasions where postsecondary institutions, realizing that the credentials of the female were superior to those of her male counterpart,

have put off physical education department merger until the female head left her post, an action which ensured the granting of the position to the male. It is possible for men to learn to work with a female administrator in the same way that women have learned to work with male administrators. The important thing is that the administrative positions in physical education and athletics are filled with well qualified people.

Although most schools are organized in a "line-command" pattern of organization and rely upon an administrative hierarchy to facilitate function, there is no reason why such a design cannot be changed. Other models of administration may be more conducive to the elimination of sexism. Administrative tactics which utilize cluster models or political models of organization may be employed. In these mutating times, functional administrative change might usher in an era of enlightenment.

Selected strategies

The following tactics may serve as agents of change to ensure non-discrimination in administrative patterns for programs in physical education, intramurals, club sports and athletics.

* Organize the physical education program in patterns which reflect responsibilities rather than patterns which reflect sexual identification.
* Consider patterns of administration other than the traditional hierarchical format, patterns which enhance colleague relationships rather than foster "boss-staff" relationships.
* Plan that the supervision of the locker room, showers, toilet facilities be a non-staff related task. The task can be handled easily by support personnel.

* Assign teachers and coaches to situations in which their strengths are utilized and ignore the sexual identification of the participants or the leader when making these assignments.
* In those positions where one sex has not had the same opportunity for experience as the opposite sex, plan for in-service education to take place to correct this historical discriminatory lack of opportunity.
* Utilize affirmative action tactics until such time as there is an adequate pool of individuals from which to draw, a pool which does not have a preponderance of either sex.
* Plan the schedule so that the priorities of the institution are accommodated and if those priorities tend to cater to a socially supported sex identification, make sure that the disadvantaged sex is granted opportunities commensurate with those of the advantaged sex.
* In the hiring of staff, live up to the spirit of "equal opportunity employment" as well as the letter of the law.
* Make sure that salary schedules reflect the qualifications for the job and do not support sexual bias.
* When jobs become vacant, make sure that existing staff have the opportunity to apply for such jobs, thus discouraging sexual discrimination patterns which may exist.
* Make sure that the fringe benefits of employment are the same for both sexes.
* Study policies regarding child bearing and child rearing and ensure that the female is not penalized for this biologically assigned task. The consideration of policies for <u>parents</u> with regard to child birth would be desirable.

* Ascertain that facilities and equipment located in the locker room used by males are duplicated in the locker room utilized by females. Consider removing such facilities and equipment to spaces where they are available to both sexes.
* Make sure that travel funds and leave grants are not dominated by either sex.
* Seek to effect understanding among staff members as to the positive aspects of equal opportunity for both sexes. Sensitivity sessions can be helpful at specific junctions.

Summary

The administrative techniques used in connection with any program establish the environment in which human interaction occurs. The administrator who is sensitive to both the overt and covert sexism within a program and seeks to eradicate such behavior will be adhering to both guidelines for Title IX and the universally accepted tenet of all education: equal opportunity for all participants and fairness in administration of those opportunities.

Selected references: administrative adjustments

Frost, Reuben B. and Stanley J. Marshall. Administration of physical education and athletics. Dubuque, Iowa: Wm. C. Brown Company, 1977.

A basic text in administrative practices which addresses the contemporary scene and current issues. Communication and relationship among groups is discussed, as are public relations and some legal aspects of administration.

Halpin, A. W. (Ed.). Administrative theory in education. Toronto, Ontario, Canada: Macmillan, 1958.

A classic reference addressing key dimensions of administration: the study of behavior in organizations, administration as problem-solving, administration as decision-making, administration as a social process, special peculiarities in educational administration. Although theoretically styled, the book has considerable value for dealing with administrative issues.

Kemp, J. Perceptions of leader behavior of selected women physical education administrators. Unpublished doctoral dissertation. The University of North Carolina at Greensboro, 1977.

An informative inquiry about how women physical education administrators are perceived. This study is rich in resources, tools of inquiry and comparative data. It relates to present-day concepts of administration, and more particularly, to the manifestation of these in programs of physical education in higher education.

Zeigler, Earle and M. J. Spaeth (Eds.). Administrative theory and practice in physical education and athletics. Englewood Cliffs, N. J.: Prentice-Hall, 1975.

A book of readings with emphasis upon some newer theories and practices in physical education and athletics. Some of the contemporary theories of administration are related to physical education and tested for application.

FUNDING ADJUSTMENTS

One of the most definitive places to identify blatant sexism is in the budget. For many years, because funds have been allocated to divisions which had sex identifications, it was relatively easy to ascertain what was the extent of bias as reflected in funding. However, accounting procedures and heightened sensitivity to budget review regarding sexism have suggested it might be wise to obscure sexist practices. It is essential that such tactics be exposed and erased. Funding is often the key to operations. As funds are distributed in inequitable patterns so sex bias is exposed. In numerous cases, such bias has been funding practice for so long that it is not recognized as bias, but rather as the normal budgeting procedures. Since educational operations are controlled to a large extent by available monies, a careful scrutiny of the funding practices should be undertaken.

It is not unusual to find different proportions of money allotted to physical education and sport programs when there are sex identified divisions. There seems to be a general "gentlemen's agreement" that male sport programs are more expensive than female oriented programs and thus, the males demand a larger proportion of the budget. To substantiate such claims, the expenses relative to male oriented sports, such as football, are noted. It is true that football is expensive, very expensive. It mandates examination as a separate program in budgetary study. However, most men's programs, including tennis, swimming, soccer, baseball/softball, basketball, track and field, gymnastics programs do not differ in needs or equipment from those of women, and the budget allocated to these activities should be equal for both sexes.

Very often, it can be found that physical education and sport programs have clothed and cared for the male athlete/student to a much greater degree than have programs for females. Whatever equipment, clothing and advantages seem necessary and desirable for one sex are equally as necessary and desirable for the other sex. Training rooms and conditioning paraphernalia need to be budgeted so that both sexes may make use of such facilities and equipment.

When physical education and sport programs do not have a sex identification, it is harder to determine if funding practices have been tainted with sexism. It is necessary to ascertain the availability of the things that money buys to determine if funding has been fair. If equipment is housed in locker rooms which are available to only one sex, it is important to note if duplicate equipment is available to the opposite sex. If equipment can be used by either sex, it is essential to note if one sex tends to monopolize the equipment and if that happens because there is not enough equipment or that it has been placed in a location that ameliorates its availability for one sex. Careful attention to funding practices can alleviate many patterns of sexism regarding equipment use.

For decades, the salaries of females doing the same job as males have been significantly lower than their male counterparts. It is important to identify qualifications, responsibilities and evaluations of each member of the staff. As a profile reflecting those categories is drawn, it should be noted if females and males are paid the same salaries for like qualifications and responsibilities. It is not unusual to note that coaching supplements differ according to the sex of the leadership and/or the sex of the participants. Thus, coaching a girls' basketball team has been considered as worth less than

coaching a boy's basketball team, regardless of the sex of the coach. Officiating fees also reflect such a bias. To officiate a game which caters primarily to female participants has commanded traditionally a much lower wage than to officiate a game which has males as a majority of the participants.

It has not been unusual to have the females given the cast-off equipment and facilities of males. Thus, when a new gymnasium is built, it is often designated for the males and the females are then allowed use of the former men's gymnasium. The former gymnasium for females is usually razed. It has been observed that the amassing of women's equipment has also reflected hand-me-down practices. Thus, an inventory of equipment and facilities might indicate equality, but when the value of the equipment and facilities is assessed, it can be easily documented that funding has, in truth, been far from equal.

Bookkeeping practices which generalize about funds must be critically examined for sexist practice. Such techniques are often noted in the intramural and club sport programs. If larger numbers of club sports and extensive intramural programs are offered for one sex, such a practice can be disguised by listing general budget items, thus camoflaging sex bias. Care should be taken especially in the study of athletic budgets which fund different services (i.e., recruiting) and may list such an operation within the category of coaches' salaries. The assistant coach may be the "recruiting coach" and the differential in funding services can escape notice.

It must be noted that Title IX does not insist upon equal funding but instead legislates that there shall be equal opportunity. In so far as funding deters from such equality of opportunity existing, the mandates of the law have

been ignored. However, in those instances where equipment used by one sex (such as the equipment used in football) is of significantly greater cost than that used by other activities, it is obvious that allowance needs to be made for the funding of that equipment. It is not necessary, let alone rational to fund field hockey and football comparably just because the activities employ the same number of participants and coaches. In funding practices, reasonable discretion is expected.

The suggestion that the activities engendered by one sex bring in more monies than those of the opposite sex is a familiar attempt to justify sexist distribution of funds. If gate receipts or initiation fees are used for sport programs, chances are that as many females as males made contributions to those receipts. Often the public interest in a male sport venture has been fostered by a media bias which has been evident for decades. All monies earned by post-secondary institutions should be channeled to a central fund and then dispursements made from that fund according to the most equitable practices possible to ensure equal opportunities.

Selected strategies

* When there are divisions of physical education and sport programs designated by sex, seek patterns by which members of the opposite sex will audit books and note funding practices. It is easy to spot unequal funding in this way.
* Rank staff by virtue of qualifications and responsibilities without reference to sex and then make salaries commensurate with ratings which reflect talents rather than sex.

* Check facilities and equipment to see if any difference in these can be attributed to funding practices.
* Make sure that funds brought into the central budget pool from sources which can be sexually identified are not automatically allocated to the sex identified group who generated such monies and that they are not reserved for other sex identified groups.
* Carefully study bookkeeping practices which tend to generalize program items and thus may disguise sexism. If line item accounting practices are not practical, make sure that the breakdown of the budget is specific enough to spot patterns of inequity.
* Check to see that neither sex is given more than the other in terms of services and/or equipment. If equipment bags, for example, are a part of a sport program, they must be funded for all participants. If training facilities are available for one sex, they must be funded for both sexes. Beware of any suggestions that the demands and expectations of one sex are greater than those of the other.

Summary

Obviously, money is neuter, but the purposes to which funds can be put may have a sex identification. Such practices are discriminatory and foster sexism throughout the program. It is the responsibility of all those people who handle and administer funds in physical education and sport programs to be especially prudent with regard to entrenched sexist patterns of funding and to correct and avoid such practices for the future. As the tenet of "fairness" is observed, the dictates of legislation will be followed and the distress of litigation will be avoided.

SOCIAL INTERACTION ADJUSTMENTS

The scientific study of sexuality and its broad implications has only relatively recently become an accepted and popular field of inquiry. While individual differences among human beings, particularly the sexes, has long been acknowledged, the origins, sustaining forces and implications of such differences at the behavioral level could more appropriately be classified as assumptions than certainties. Now, however, the results of psychological research about gender roles and differences makes it quite clear that the human-created concepts of masculinity and femininity have had powerful influence on such broad ranges of behaviors as thinking, expecting, believing, and valuing. In sport and physical activity, the influence of stereotypic notions deriving from these concepts is more pronounced than in many other behavioral contexts. And while it has been suggested by Bem (1972) that masculinity and femininity should no longer be viewed as opposite ends of a single continuum, consideration of sportswomen as aggressive and instrumental and sportsmen as expressive and yielding calls for a form of social responsibility that is still to be learned by those who serve in leadership roles. The following discussion calls attention to some of the behaviors in which sex and gender related traditional biases effect the conduct and outcomes of programs.

Problems and issues

An old adage that illustrates the problem points out that "Horses sweat, men perspire and women glow!" The proverb permits one to think of women as passive, weak, reserved, inactive creatures. Men, on the other hand, can be associated with ruggedness, energy and strength and boisterousness. The

ramifications of such definitional attributes pervade the numerous social interactions that occur among sport participants.

To begin with, there is the gender related misconception that males have different expectations and levels of aspiration with respect to their activity involvement. The notion of achieving, winning, succeeding has not until just a few years ago been associated with women who engage in sport. Translated at the behavioral level into not being "really serious" about participating, a host of second-class treatments have been accorded to girls and women. These include, for example, shortened schedules or programs, little or no publicity, inadequate funding and the failure by coaches and teachers to assist in attainable goals.

Aspirations are closely associated with motivations. Recent research has made it clear that women who participate in sport, exercise and other forms of physical activity are highly motivated to become masterful with respect to skill, to gain esteem for themselves as human beings, and to derive full benefit of associating with the ups and downs that occur in continued activity involvement - the same motivational tendencies associated with men. Yet, it is often difficult to convince the intramural director that it is sexist to deny entry of women into the annual fall campus marathon, for example, or other events which necessitate a regimen and strong commitment.

There are also numerous myths surrounding the behavior referred to commonly as competitiveness which effect interpersonal relations among those who pursue postsecondary physical education and sport offerings. It is known that there is considerable sameness in tendencies to be competitive, as well as cooperative, in both sexes. Females are eager to win, willing to drive

themselves, determined, disciplined in training and practicing as are males. The concern about such behavior needs to have a personal orientation that is diagnostic and prescriptive. To generalize that the girls/womens teams do not experience intense competitiveness is both ignorant and biased. Approaches to experiences which stress non-competitive or intramural activities only, e.g., dance and synchronized swimming for women and regional and national competition for men, are neither educationally nor psychologically sound.

The human characteristic known as emotionality has strong implications for one-to-one relations that occur between teacher and student, coach and player, and among teammates. The idea that one must act tough, direct, and firm when dealing with the "guys" has influenced leadership style in sport. In contrast, there has been a tendency to be easy going with the "gals" because of their sensitivity. Feeling tones, we have come to understand, are important considerations in relating to both sexes. Indeed, boys and men cry; girls and women get angry and assertive. It is the naive person who fails to acknowledge the powerful effects of emotion upon the meaningfulness of the physical activity experience. Fear, insecurity, apprehension are often masked by more common and readily observable mannerisms and defense mechanisms used by an individual. In dealing with all participants, there needs to be ultra-sensitivity for emotional reactions that might occur.

The consequences of the masculinity-femininity dichotomy as the tail that wags the dog has infiltrated every level of sport - student, player, teacher, coach, administrator, supervisor, referee, trainer. Following are some of the steps that might be taken which will minimize second-class treatments by those responsible for contributing to a rich experience.

Selected strategies

* Assume that women who come out for teams desire the same levels of competition as do men.
* Reward female participation in the same manner as men are rewarded.
* Publicize women's performance to the same extent and in the same media as male performances.
* Choose coaches who understand that women intensely desire to win and that men are vulnerable and sensitive to pain, and criticism, and failure, as are women.
* Encourage women to participate in activities which require risk and aggressive behavior; encourage men to participate in activities whose focus is non-competitive.
* Sponsor activities for women as well as men which place intense demand upon them - physically and psychologically.
* Be sensitive to "undercurrents" among groups of people and individuals and encourage that dissatisfactions be appropriately registered.
* Encourage teams made up of men and women to allow for more social interaction.
* Select coaches and teachers without regard to gender as sport leaders.
* Do not generalize any performance behaviors as masculine or feminine.
* Do not permit any personnel, students or leadership, to label female sport behaviors as "boyish" or "mannish" and male behaviors as "feminine" or "womanish."
* Encourage open discussion among participants in which biases and problems of sex-stereotyping are able to surface and be analyzed.

* Consider group behaviors and their effects upon the quality of activity experiences, e.g., encouraging, enabling, evaluating kinds of actions, and their potential to influence interactions.
* Encourage women to take leadership roles in groups which include males.
* Confront violators of individual rights and responsibilities.

Summary

The participant engaging in postsecondary programs of physical education, intramurals and/or sport is highly vulnerable to acts of prejudice or bias whether or not these are intended. Stereotypic notions about gender-related behaviors can be eradicated if conscious effort is made to do so. Responsible educators are obliged to influence the social interactions among members of her/his class, team, or group so as to recognize the sensitivities and concerns of each person.

Selected references: social interactions

Alderman, R. B. Psychological behavior in sport. Philadelphia: Saunders, 1974.

A text which was designed to explore the behavior of individuals who participate in play, games and sports. Seeks to focus on why people behave as they do in athletic and physical activity settings. Encompasses the major psychological dimensions underlying behavior.

Anderson, W. B. (Ed.). Sex differences and discrimination in education. Worthington, Ohio: Jones, 1972.

A data based discussion of overriding issues relating to sex bias, stereotyping, discrimination and thoughtlessness in education including attention to the kind of difference sex makes, some dilemmas of women's education, how coeducation fails women and numerous other important topics.

Chafetz, J. S. Masculine/feminine or human? Itasca, Illinois: Peacock, 1974.

This overview of the sociology of sex roles addresses stereotypes and stigmas, personal relationships and sex role playing, social institutions and changing sex roles. The reference presents hard data in a highly readable and informative manner.

Gerber, E. W., J. Felshin, P. Berlin and W. Wyrick. The american woman in sport. Reading, Massachusetts: Addison-Wesley, 1974.

An analysis of four areas of concern with respect to female sportwomen: historical, social, psychological and biophysical. Although the substance is heavily theoretical, materials have implications for numerous practical problems and for interpreting and understanding women's sport behaviors.

Harris, D. (Ed.). Women and sport: a national research conference. University, Pennsylvania: Pennsylvania State University, 1972.

A collection of papers presented by physical educators, physiologists, psychologists, sociologists, and administrators on the impact of women in the athletic world and the impact of highly organized athletics upon women.

Lloyd, B. and J. Archer (Eds.). Exploring sex differences. New York: Academic Press, 1976.

A post-women's movement exploration of issues undergirding the development of non-discriminatory educational policies and practices: development of conceptions of masculinity and femininity, hormones and behavior, intelligence, occupational status and achievement orientation, etc. The data synthesize materials from numerous research perspectives and offer an up-to-date amalgam of the present state of our knowledges.

Maccoby, E. E. and C. N. Jacklin. The psychology of sex differences. Stanford, California: Stanford University Press, 1974.

Analyzes and interprets information about self-concept, competition, aggression, modeling and socialization as numerous other factors affecting behaviors of the developing as well as adult sexes. Focuses on the validity of our beliefs. Provides numerous references to direct further inquiry. A highly responsible treatment of a broad topic.

A MORE EQUITABLE FUTURE

SECTION IV

Education has the responsibility to be a social examplar. Only as the society becomes aware of the effectiveness of programs which acknowledge human potential and promote equal opportunity will the cultural promises of our country's independence declaration be realized. Because physical education and sport programs have not promoted such opportunity nor sponsored such an attitude in the past, it is all the more important to make sure that they do in the future. Physical education and sport programs may be the pivotal points around which sexual equality can be achieved for education. This could occur because of some of the unique characteristics inherent in physical activity and the behaviors it elicits. The potential for physical education and sport to influence other units of the educational enterprise is also maximized by the nature of its operations - complex and atypical yet pervasive and readily identifiable. Perhaps, because physical education and sport programs have the furtherest to go with respect to sexism, they have the greatest potential for sponsoring various of educational mutations.

Attitudinal change is, however, basic to educational mutation. Such change cannot wait for eons of slowly awakening realization. Instead, those in charge of the educational ventures in postsecondary institutions must ensure that definite visible actions are taken which in turn, hopefully, will promote change. The school itself must be the change agent.

The attitudes of those within the educational system are influenced significantly by both the fourteenth amendment and Title IX. It is upon

these people that the major responsibility falls for heightened sensitivity and affirmative action. Like a cast stone in a still pond, the ripple effect will sponsor change in the society at large. As District Court Judge Richard P. Matsch has alerted us, the courts do not have the competence to determine what to do (nor does legislative edict) but the courts "must insure that those who do make decisions act with an awareness of what the Constitution does and does not require of them."

Teachers, coaches, support personnel, and administrators present themselves as role models to impressionable students. As the behaviors of such personnel suggest dedication to the concepts of equal opportunity and fairness of treatment, there is reason to hope that students will seek to emulate such behavior. Paramount to the creation of such an atmosphere is trust, trust in the democratic system and trust in one's colleagues. Such trust finds its expression in the totality of human behaviors - motor, cognitive and affective. Hence, the special opportunity for physical education and sport to "show the way."

In addition to change from within, postsecondary education is responsible for explicit attention to an extension of understanding to the public at large. The opportunities inherent in sport related programs for significant public relations are a natural vehicle for social information. Parents reflect their progeny's attitudes. The school's policies are in the public domain of information and as such are often used as a point of reference for other social institutions. The way the athletic programs are presented by the media, the administrative tactics employed by the school, the curricular emphasis, the funding procedures, the availability of equipment and facilities all set real

models to be copied. Only as postsecondary institutions insist upon affirmative action patterns, are sensitive to the elimination of stereotypical assumptions which are not grounded in factual data, and show by actual example that equality of opportunity can work, will society believe in its own moral law.

To effectuate such change, there is a plethora of strategies which can be employed as general techniques. These strategies may help insure the realization of equal opportunity in physical education, intramural, club sport and athletic areas and be an example to others that such a subscription can herald equal opportunity for perpetuity. A few specific suggestions are:

* Offer many options from which individuals can choose behaviors, rather than dictating a single behavioral response. For example, do not mandate that men's and women's departments must merge immediately, instead suggest numerous patterns of operation which will accomplish the purpose intended and allow those who are to be affected to opt for a pattern which will most nearly answer their needs as well as the intended purpose.
* Plan for formal sessions which expose unarticulated fears and offer psychological security for those most immediately affected by change. Change is a frightening operation and usually needs a support system to assure its goals.
* Consider placing "true limits" on recommended change patterns. It is much easier to try something out if there is the belief that such change need not be forever. The patterns which will reflect meaningful change are multitudinous.

* Allow for setbacks to occur. No mutation of pattern is so perfect that there will not be operational difficulties encountered. There is also the chance that the end result will not be exactly what was envisioned. In addition, there may be "spin-off" effects which had not been foreseen. Expectations for change must encompass a realistic assessment of the personnel involved and the privileges and responsibilities altered.
* Consider making cross role assignments with regard to assumed sexual roles. There is nothing so meaningful as to know how it feels as you stand in another individual's place. Where social propriety is at stake, consider what the effect of role exchange may be and if the cost is not devastating, consider challenging time accepted norms based on gender bias.
* Suggest that facilities be reallocated. Men and women sharing joint offices may sponsor understandings that can never be achieved via meetings and traditional opportunities for interaction. Avoid housing all members of one sex in any segment of a facility and thus attempt to open up facility availability.
* Encourage role change with easy exit and entrance possibilities. Stereotypical expectations for women and men may need to be experienced in order to be understood. Males can coach cheerleaders, females can officiate games for both boys and girls, males can houseclean facilities, females can push about and lug equipment.
* Make us of "tokenism" to change attitudes. One person, performing well in a token assignment, changes forever stereotypical assertions. As long as but one individual has to be exempted from the stereotype, the stereotype suffers and no longer allows universal application.

* Change as rapidly as reasonable but do not push change so fast that there is no time for accommodation of attitudes and assignments. Most people need time to anticipate change. However, in the desire to make change easy through gradualness, make sure that such a tempo does not sponsor inactivity. The slow tempo of meaningful change can be prostituted by those who do not desire change. Insist upon progress reports throughout extended time periods. Creeping change is less likely to sponsor revolution than immediate change, and it can be more permanent. However, do not creep to a standstill.
* Employ affirmative action tactics. It is never possible for one group of people to acquire skills and opportunities unless that group is adequately experienced. When the opportunity for experience is denied, there is no chance for status mobility. Affirmative opportunity need not disadvantage either sex. It has the potential for enriching the total situation. Affirmative action is not exclusion to permit the non-fit to function, instead it is inclusion to enhance the learning of those who have suffered from discrimination.
* Attempt to ignore sexual identity in performance patterns and expectations. For example, reject the concepts of masculinity and femininity. The flavor of Title IX and the fourteenth amendment suggests that sex is not a viable classification form. Try to operate as if sex could not be determined and that consequently, other qualifications would be determinents of functionability.

* Employ objective instruments of information gathering which are especially designed to minimize bias. Utilize these instruments frequently to ascertain status quo. Compare subsequent reports with initial reports to determine progress. Share such information in meaningful ways with all those affected by the flow.
* Accentuate the positive aspects of change. Find ways to tell the story that support the values endorsed by our moral subscription to equal opportunity and fair treatment. Do not be afraid to identify problem areas and any negative results, but use those reversals to gain insights into operations which will avoid subsequent failures.

No one law can change cultural patterns. So, none of the equal rights legislation and subsequent litigation has promulgated a reversal of timeworn beliefs. But as people of good will attempt to adopt the spirit of equal opportunity, there is every reason to hope for cultural change which will add credence to the moral imperative upon which our country was founded. The post-secondary institutions, in their responsible action in enforcing Title IX and other equal opportunity legistlation will have taken a significant step of examplary action, action which reinforces the strength of our democratic institution.

Additional General References

The following materials, primarily reports, may assist persons who are studying various aspects of discrimination in the documentation of their findings. Some of the tables, charts, writing styles suggest approaches for organizing a variety of materials. These selections propose comparative data that may be related to current concerns.

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Equal educational opportunities. Findings and recommendations of the Citizens Advisory Committee. Detroit, Michigan: Board of Education, 1962.

Hart, M., C. Harrington, S. Leal, and S. McGrath. Sex discrimination in physical education and athletic programs in California higher education. Berkeley, California: The Institute for Change in Higher Education, 1974. Source: Dr. Marie Hart, Mills College, Oakland, California 94613.

Health and Welfare Canada, Fitness and Amateur Sport Branch. National conference on women and sport. Ottawa, Ontario, Canada: Fitness and Amateur Sport Branch, Health and Welfare Canada, 365 Laurier Avenue West, Ottawa, Canada KIA OX6, n.d.

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Stauffer, Robert. Comparison of USMA men and women on selected performance measures . . . project summertime. West Point, New York: Office of Physical Education, United States Military Academy, 1976.

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Women for Political Action and The Ontario Committee on the Status of Women. A brief to the Canadian radio and television commission concerning the CBC and its policies and attitudes with regard to women. See Lafountaine Report re: "Women, Sports and the CBC," pp. 49-54, n.d.
Source: Ms. Abagail Hoffman, Department of Political Science, University of Guelph, Guelph, Ontario, Canada.